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ABSTRACT

This document highlights the creative teaching ideas of Portland (Oregon) Public Schools' teachers that have been classroom-tested during the 1991 school year. IMPACT II is a teacher program that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction, and enables them to share professionally with each other and to serve as teacher leaders. IMPACT II disseminators are teachers who have developed exemplary curriculum ideas and receive grants of $300.00. IMPACT II adapters are teachers who adapt curricula and receive grants of $200.00. Portland has structured its IMPACT II program as a cooperative project between the school district administration and the Portland Association of Teachers. Teacher-developed curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) interdisciplinary; (2) language arts; (3) mathematics/science/environment; (4) music; (5) personal growth; and (6) social studies and culture. For each program, target students and materials, resources, and facilities needed to implement each programs are described. (RLC)

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1992

IMPACT II

TEACHING IDEAS

UR 028 829

Portland Public Schools
Portland, Oregon

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IMPACT II

Teaching Ideas Catalog

1992

Portland Public Schools
Portland, Oregon

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Acknowledgements

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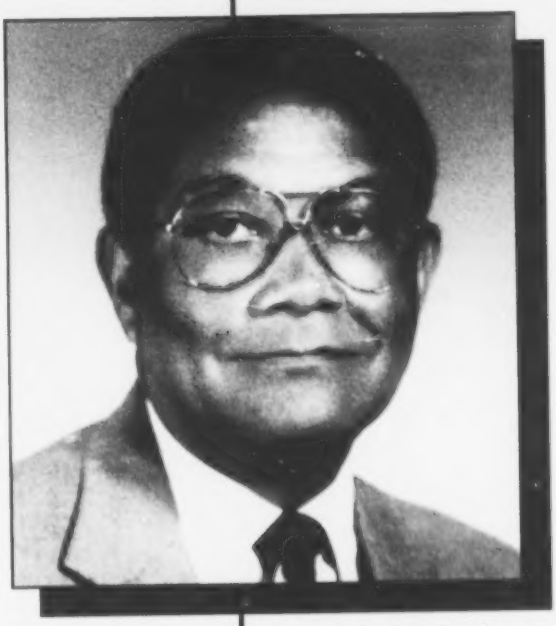
What is Impact II?



Dr. Matthew Prophet

Vicky Barrows

Impact II is a national program which began in New York City 14 years ago and has now spread to numerous school districts around the country. In Portland, this is the seventh year of implementation.

The purpose of Impact II is two-fold. First, is to recognize and commend good teachers. Each spring, a group of teachers who have developed creative, effective programs are selected to be honored as disseminator teachers.

The second purpose of this program is to provide a mechanism through which teachers can share their good practices with other teachers. The disseminator teachers will share their projects with other teachers through this district-wide catalog and workshops. Subsequently, in late fall or winter, 45-60 "Adapter" grants will be awarded. There may also be possibilities of sharing with other teachers around the country.

Portland has structured its Impact II program as a cooperative project between the school district administration and the Portland Association of Teachers. This structure is unique in the country—all of us working together toward the same goal.

Dr. Matthew Prophet and Vicky Barrows have long recognized the importance of rewarding good teaching. When the Impact II program was proposed, they quickly and enthusiastically endorsed it. The teachers of Portland appreciate their continued support to the Impact II program.

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About the Catalog:

The Impact II Teaching Ideas catalog is a resource book for teachers containing the "great" ideas which received Disseminator Grant Awards in 1991.

These programs, which have been successfully used in classrooms throughout the district, cover subjects ranging from Salmon to Celebrating Differences. All subject areas, frequently integrated together are represented in these widely varied programs, many of which address issues and concerns which go beyond academics to the development of the whole child and his or her place in the community and the planet. And many of them do this in ways that are fun or fascinating.

We hope you will find the programs useful, interesting and a rich source of inspiration for new ideas and new connections among teachers. But this book is more than just a collection of "lessons plans." It is a reflection of the vision, creativity, caring, expertise, talents and hands-on efforts of the teachers who created these programs to meet the needs of their classrooms, students and schools.

The Impact II awards are intended to recognize the work that goes into each winning program, and also, and perhaps most important, to recognize and reward the people who bring so much of themselves to provide quality education. The catalog is intended as a tool for sharing good ideas and encouraging personal contacts among colleagues.

About the Organization:

The programs described in this book are multi-faceted, and although some are focused at particular subject areas or grade levels, many contain ideas that are applicable to several areas or grade levels.

With this in mind, this catalog has been organized into a format that will highlight the flexibility inherent in these creative ideas, and make them accessible and useful to the reader who approaches this book with a specific discipline in mind.

To clarify possibilities, the programs have been divided into chapters by general subject areas and have been arranged by originally implemented grade level. A legend has been provided on each page to highlight related areas.

How to Use This Catalog:

The Impact II Teaching Ideas catalog is designed to implement the goals of the program. Each page describes a program, the students it is best able to reach, and the materials, resources and facilities needed to implement the program in your own classroom. In addition, each page contains the name and phone number of the program's developer(s). *Teachers are encouraged to contact these individuals with questions and comments and for information, encouragement and assistance.*

Each program description also lists specific materials and resources available to anyone interested in adapting the program to their own use. The information is intended to help you decide which programs might work at your school, which might fit your personal style.

Most of all, the Impact II program exists to stimulate teachers to *use* the ideas found in this catalog. As you read the descriptions, please remember that they are not intended as rigid guidelines, but as catalysts to stimulate your own creativity and encourage contacts among colleagues.

All of the ideas found in this catalog and in the 1991 catalog (available in your school library or through Penny Christensen, 249-2000, Ext. 392) are eligible to receive an Adapter Grant to help you bring a new idea into your classroom. We encourage you to adapt one of these ideas to meet your own needs. (See the section on How To Get A Grant for application information.)

How to Get a Grant:

Impact II provides grants to both disseminators and adapters. You can apply for one of each type per year. Each spring, disseminator grants of $300 are awarded to teachers (or others, see Who May Apply) who have developed and successfully implemented innovative programs which are appropriate for adaptation to other classrooms. In the fall, applications may be made for a $200 Adapter grant for time, effort and materials to adapt any of the projects for which disseminators have received grants.

Who May Apply: Teachers, Librarians/Media Specialists, School Social Workers, Speech/Language Pathologists, Child Development Specialists, Student Management Specialists, Counselors.

Where to Turn for Help: If you have questions, problems, need information or a grant application form, please contact: Bruce Richards, IMPACT II, Administrator Coordinator, 249-2000, Ext. 392, Sandra Brame, 280-6336, or Debbie Reddy, 280-6244, Impact II Teacher Coordinator.

Impact II Disseminator Grant Application Procedures/Selection Criteria:

1. Each applicant may submit only one individual **or** joint application each time applications are received. Application forms are available from Bruce Richards 249-2000, Ext. 593 or Sandra Brame, 280-6336 or Debbie Reddy, 280-6244.

2. If more than one teacher is working on the same project, it should be submitted as a joint project.

3. Successful individual applicants will receive a $300 grant. Successful joint applicants will receive a $400 grant which will be shared equally between/among applicants.

4. Applications will be reviewed by a team of teachers and administrators. Reviewers will be looking for projects that:

   are creative and innovative
   promote specific behavior changes or affect student attitudes
   promote specific cognitive improvement
   include the development of useful materials
   require minimal training to transfer the program to another site
   use materials readily available in a school
   can be easily adapted by other teachers
   address one or more of the District priorities of improvement in student achievement, school climate, and/or education that is multicultural.

Hints on Grant Writing:

For many, one of the hardest parts of applying for a grant may simply be the process. Putting an idea, no matter how well thought out, no matter how successful in your own classroom, into a format to be read and judged by many outsiders, is often difficult and threatening.

Though there is little that can be done to reduce the nervousness you might feel about sharing your ideas, it might help to keep in mind that though every program proposed will not win a grant, the act of expending thoughts and energy to focus on what works in the classroom and sharing these good ideas, allows students to reap many benefits, not the least of which is a teacher who feels good about his/her efforts.

Teaching is hard work. At its best, it is creative and satisfying work. Teaching involves taking risks of many kinds; sharing your ideas with other teachers is just one. But, with the help of this grant program, sharing, like teaching, can be quite rewarding.

The suggestions which follow are intended to help with the process of putting ideas on paper. Members of the Impact II selection committee compiled a list of some things they look for when judging applications. These include:

- Overall appearance. Neatness and spelling count!
- Organization of the description. People who can organize their thoughts are usually more successful at organizing programs in the classroom.
- Uniqueness. Is this program something that will grab students' interest, without being faddish?
- Relevance to items and events in students' lives.
- Adaptability.
- Integration of subjects. Does the project encourage students to use a variety of skills: writing, reading, creating, researching, measuring, etc.?
- Utilization of thinking skills. Does the project encourage students to use a variety of thinking skills: application, evaluation, etc.?
- Versatility. Does the project provide opportunities for a variety of students' learning styles? Does it provide opportunities for cooperative groups, individual work, large group work, partner work?
- Special needs. Are elements built into the project to stimulate and enrich the accelerated learner? Are there elements that will allow the handicapped learner to participate and be successful?
- Home/school partnerships. Are there elements of the program to encourage parents to become involved in the child's education?
- Overall value. Who profits from this experience or activity? What benefits will participants and teachers gain from this program? What were the original reasons for developing this activity?

Although all projects cannot fulfill all the above objectives, keep in mind that judges look for ideas which are innovative, motivate and stimulate student learning and are clearly described. As you prepare your application, remember that successful projects will appear in a publication. To ensure that readers (judges or potential adapters) understand the objectives, methods, needs of students served by your program, successful grant writers offer these tips:

- Say it simply. Use short words, omit needless words.
- Say what you mean up front. Your idea should be clear in the first sentence.
- Write in first person.
- Write in the present tense.
- Write in your own voice, as if you were talking to another teacher.

History of Impact II Awards

Interesting Facts:

In 1986-87 – the first one printed – 33 people shared 30 awards. Twelve of these teachers have won subsequent awards.

Daria DeLillo, Colleen Marie Loprinzi and Janet Kakishita are Impact II and TIP grant winners.

Of 39 winners in 1991, 16 are "repeaters."

Nancy and Gary Kuney are the only married couple to receive a joint award. Each are multiple winners in their own right. Nancy's first award was in 1986. Gary has won four times (1988-91).

1990 winner, (Junior Scientists) Barbara Bannister (Edwards Elementary) is one of four recipients of 1991 Mathematics and Science Teacher of the Year award presented by the Oregon Council of American Electronics Association.

Linda Christensen, 1986 winner with William Bigelow, was the 1990 US West Outstanding Teacher in Oregon.

In 1986, Catherine Wilson won an Impact II award for her program, "Soaring to Success." True to her goals, she was 1991 US West Outstanding Teacher in Oregon.

Paul Ferris', 1991 project, "Notes of a 12 Year Old Warrior", won a 1990 Business Week Award for Innovative Teaching, as did Phyllis Newsome-Taylor's 1989 program "A Is for Africa, a Kindergarten Experience."

Based on the quality of their Impact II programs, winners Mary Hanigan and Charlene Turenne were selected to attend the Institute on the Future of Education at Snowbird, Utah.

Handicaps have been no handicap to Julie Nakoff, a 1990 winner who is in a wheelchair, or three-time winner Deborah McLean, who is visually handicapped.

Eight Impact II winners are also TIP grant winners.

The following educators have received three or more Impact II Awards:

Lynda Bell
Geraldine Foote
Emily Foster
Tim Hardin
Janet Kakishita (has also received two TIP grants)
Gary Kuney
Coleen Marie Loprinzi (also winner of two TIP grants)
Ginger Peavey
Cassandra Sills
Katherine Block

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Interdisciplinary

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Cassandra Sills

"Privileged or poor, folktales, myths and legends will entertain, educate and delight every child. Our oral traditions provide not only a foundation for literature, but they reflect the triumphs and tragedies that are a part of human life. Our children deserve to have heroes and heroines . . . and what they perhaps cannot find in their present, we can give them out of the past."

- Language Arts
- Reading
- History
- Science
- Oral Skills
- Multiculture
- Geography

Available Resources:

List of outside resources
List of basic resources
Course outline
Student work samples
Bibliography
Fairy Tale Theatre videos
Disney's "Fantasia" and "Jason and the Golden Fleece"
Music from "Swan Lake" and "Peter and the Wolf"

Contact:

Cassandra Sills
Lent Elementary
280-6322

Readings and Retellings: A Celebration of Oral Traditions from Aesop to Arthur

CURRICULUM:

"Readings and Retellings: A Celebration of Oral Traditions from Aesop to Arthur" is an interdisciplinary study in which children focus on the great oral traditions that throughout history have given us the folktales, fables, myths and legends from which all literature flows. Children have an opportunity to hear stories from around the globe and retell them in writing and/or orally. They learn the countries of origin and the credited authors. They place stories historically by locating them on time lines. They enhance the readings and retellings with original art. They learn how the ancients explained what science today knows.

Beginning with the fables of Aesop, the Greek slave of the 6th century B.C., students hear and retell stories from around the world. Children are asked to find the lessons in fables and translate those lessons into our daily lives. They eventually incorporate the moral of "The Ants and the Grasshopper" into their study routine by referring to themselves as "ants" if they've studied, and "grasshoppers" when they've neglected studies! We continue with folk or fairy tales with grades 1-3, and end our study with legends and tall tales. Our literary wanderings take us from Germany (Brothers Grimm) to Russia (Swan Lake), across America (Paul Bunyan, John Henry, Bruh Rabbit and Bruh Bear, etc.) and even to Ireland by mid-March (Fin M'Coul). Students make book jackets depicting their choice of stories. Parents are asked to join in the activity at home by signing off retellings they have listened to and sharing their own as well!

Meanwhile, grades 4-5 have been sailing with Jason in search of the Golden Fleece and counting Hercules' 12 tasks. They read a play entitled "Pluto Takes a Bride" (*The Reader's Theatre Mythology Plays* adapted by Henry Gilfond. Curriculum Assoc., Inc., North Billerica, Main, 1967), and read and listen to several of the Greek myths until they are quite able to identify several gods and heroes. They ultimately meet their most admired hero in the form of King Arthur and his court at Camelot. This proved to be the most successful aspect of this unit of study and one of the best for student participation and enthusiasm.

STUDENTS: (Grades 1-5+)

This was taught to Chapter 1 students, grades 1-5. However, only the 4th and 5th graders participated in the mythology and King Arthur sections. The upper graders did do some work with folktales of their choice and with American Black Folktales in particular. This unit could easily be adapted to any grade level, even middle school. In an age where heroes are hard to come by, these selections offer countless heroes and heroines!

MATERIALS AND FACILITIES:

This class was conducted in the regular classroom setting, using books predominantly from the public library, with some taken from our school library. There was always a wealth of books available to the students for independent reading and reference.

I rented the film version of "Jason and the Golden Fleece" as a follow-up of our reading. However, I was not successful in locating any appropriate King Arthur film that would depict the story as we read it. (Commercial films, such as "Excalibur" are not rated for children.) We read an abridged version of King Arthur entitled, *King Arthur and the Knights of the Round Table*, retold by Emma Gelders Sterne and Barbara Lindsay, Golden Press, New York: 1962.

OUTSIDE RESOURCES:

Several additional resources were used in the course of this study, including selections from Fairy Tale Theatre videos produced by Shelley Duval. I also used the "Sorcerer's Apprentice" piece from the Disney animated production, "Fantasia." When we read *Swan Lake*, (Diamond, Donna. *Swan Lake*. Holiday House, New York, 1979), albums from home and had students identify the action in Tchaikovsky's Acts I and II of that musical

(Continued)

1992

composition. We also identified the characters according to the musical instrument they were represented by in *Peter and the Wolf*. I brought my own tape from home that had recordings of ancient Celtic music, including a piece entitled, "La Morte d' Arthur" (recorded from "The Thistle and the Shamrock" show, broadcast from N. Carolina).

MORE INFORMATION:

I wanted to focus additionally on higher order thinking skills, at all grade levels. Therefore, I tried to choose activities that would require at least one of those skills, including comparing stories with similar plots and characters, such as the French "Cinderella" and the ancient, believed to be the first version of the same tale, "Lin Yutang" from China. Many of these students had a minimal to nonexistent folktale foundation. Bruno Bettelheim, in *The Uses of Enchantment*, makes a very good case for the important of the fairy tale as a foundation for literature, and moreover as a child's guide for right and wrong. I asked students to analyze motives of various characters in the tales, and we always determined what we learned, orally or in writing.

King Arthur was so popular with the 4/5 class that they actually stole my book on two occasions in order to read ahead. They predicted outcomes regularly, because the complexity of the text lends itself to that activity. They defended Arthur when he agreed to burn his Queen, and argued later that the ending was avoidable. They were 100% involved, which was reflected on their scores on a take-home fill-in-the-blank evaluation. There was also a multiple choice take-home evaluation for the Mythology study; another winning unit of study. The world could use a knight errant or two . . . I saw them budding in this class!

Bettelheim, Bruno. *Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Knopf, New York, 1976.

Prokofiev, Sergei. *Peter and the Wolf*. Morrow, New York, 1991.

1992

Karen Grant
Richard Brisco

"This project was great fun as well as being a wonderful learning experience. We wanted a language program which had a concrete approach. This was a blending of ideas and approaches made unique by working with nonhearing students. It livened up the year and helped in learning abstract concepts."

- Language Arts
- Science
- Art
- Reading
- Communication
- Co-operative Learning

Available Resources:

Instructional guidelines
List of outside resources
Course outline
Student work sample(s)
Videos of student productions

Contact:

Karen Grant
Richard Brisco
Sunnyside Elementary
280-6226

Puppets in Space

CURRICULUM:

"Puppets in Space" is a year-long integrated program which culminated with a student developed puppet production.

First Quarter: The students were introduced to puppets, sets and basic story telling. They were given stories and had adult guidance in adapting the stories to puppet plays. The students were videotaped and had the opportunity to view and enjoy their productions.

Second Quarter: The students transitioned from pre-developed stories to creating stories in small groups. They had to include characters, setting, happenings and a problem in their story. Once the stories were created, the students were allowed to choose puppets, arrange sets, practice and present to the other students. Again the productions were videotaped. The students viewed and consulted with peers and teachers to revise their productions. The students had initial experience with prop making when specific objects were needed for their stories.

Third Quarter: The students began to research, study and acquire knowledge about the solar system. Each child was responsible for learning about a specific planet and making the planet out of papier mache'. The planets became part of the set for the final production. The research and knowledge were used to develop "Puppets in Space." At this point, the students also began initial designs for the puppets that would be used in the productions. The students began making puppets at the end of the third quarter.

Fourth Quarter: The students completed the puppets and the props and refined the story. With all of the components of the play near completion, we began to practice. Because we had hearing impaired students, many adaptations were necessary to adjust for signing instead of a verbal puppet show. It is much easier with hearing students. After much practice, the students publicized their production for other students in the school.

STUDENTS: (Grades 1-8)

We had seven hearing impaired students and one other health impaired child. They were of the third and fourth grade levels. This program could easily adapt to other populations. It could be used in grades one through eight with a wide variety of ability levels. It is also used in a Resource Room.

MATERIALS AND FACILITIES:

A corner of the classroom was set aside for the stage and props. We used two bookshelves with material in front as the stage. The backdrop was paper. A variety of materials was used for the props, sets and puppets. For example, our props ranged from flat, posterboard objects to three-dimensional papier mache'. Puppets can range from bag puppets to sock puppets to styrofoam/felt puppets or even papier mache' puppets.

OUTSIDE RESOURCES:

Books from the library on space and puppetry were used for ideas and information.

MORE INFORMATION:

You can make this as simple or as complex as you choose. Depending on your time, interest and student ability levels, it can spark creative interest at whatever level. The costs are minimal since most supplies are easily accessible through your school or home. The more ornate your choices, the greater the cost. The sets and props are easily interchangeable for use in many stories.

1992

David M. Eide

"Trying to understand today by examining yesterday is the application of history. Trying to understand today by returning from tomorrow is the application of stuff you know will happen, but don't want it to so you try to change it but you can't unless your tomorrows become todays, but by then it's too late!"

- Science
- Art
- English
- Industrial Technology
- Creative Writing
- Astronomy
- Social Studies
- History

Available Resources:

Instructional guidelines
Student work sample(s)
Lesson plans

Contact:

David M. Eide
Lincoln H.S.
280-5200

Return to Earth in 2992

CURRICULUM:

Students are transported to the future to the year 2992 where each student has been given the responsibility to lead an archeological expedition to the planet Earth. Life on Earth ceased to exist about one thousand years ago and each student has to find some artifact from 1992 and create a report to send back to his/her home planet. The report must contain:

1. A detailed drawing of the object.
2. A detailed written description of the object.
3. Where and how it was found. (The item found has to be a man-made piece of 1992 technology.)
4. A description of how you think the artifact was used which cannot be the same as the purpose of the artifact is used for today. (This is the hardest to explain.) The function or working of the item cannot be changed (example, a power cord will supply electricity; it cannot function as a tube to pump air).

The teacher becomes Admiral Xeon, who is in charge of all archeological expeditions and who will evaluate the reports on:

1. Composition
2. Originality
3. Drawing art work
4. Overall construction and presentation
5. How well a distinction is made between function and purpose.

STUDENTS: (Grades 1-12)

OUTSIDE RESOURCES: Library, magazines.

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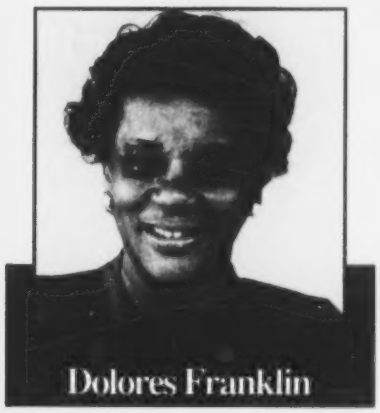


Dolores Franklin

"State of Oregon vs. Mr. Tobacco, a mock trial, bridges the gap between reality and fantasy! Further your students' understanding of society, law, and themselves by preparing briefs, investigating 'crimes,' and taking testimony from witnesses. Let your students become involved in the 'real life' process as judges, bailiffs, court clerks, lawyers, witnesses and jurors. Learning becomes meaningful."

- Health
- Language Arts
- Reading
- Science

Available Resources:

List of outside resources
List of basic resources
Publications
Student work samples
Lesson plans
Bibliography

Contact:

Dolores Franklin
Sabin Elementary
280-6181

State of Oregon vs. Mr. Tobacco

CURRICULUM:

"State of Oregon vs. Mr. Tobacco" is an interdisciplinary project which develops cooperative learning, problem solving and investigative or scientific method of inquiry skills and culminates in a Mock Trial.

My 3rd graders were studying alcohol and tobacco usage and not retaining much of the information gained from reading the unit on Alcohol and Drugs in the health adoption, *Health: Focus on You*, pp. 144-151. In searching for a way to leave a lasting impression with them and help them understand the harmful effects of tobacco and the consequences of decisions that they make, I remembered how much they retained from a book that I had been reading to the class, "Artie's Brief, The Whole Truth and Nothing But," and how they related it to what they thought was 'real life,' the television show, "People's Court." "Artie's Brief," about a 12-year-old who wants to become a lawyer became the impetus for a mock trial.

The two-week process began with students' initial research from their health book, a film, and discussion turned into a report on the harmful effects of tobacco. The compiled reports were used to develop the script, which became our reading, vocabulary and spelling list. Daily role playing to learn our lines helped sharpen our cooperative learning and problem solving skills. At the end of the two-week 'rehearsals,' the students put Mr. Tobacco on trial in an assembly for the upper grades 3 through 5.

STUDENTS: (Grades 3-5)

Involvement of the entire class (26) on a daily basis in a variety of roles provides interactive cooperative learning and the development of conflict resolution skills. The project also promotes critical thinking and higher order processing skills while raising student self-esteem as talented and gifted students as well as a so-called "non readers" became aware that they are involved in a "real life" process. About one class size is ideal to make up judge, bailiff, court clerk, lawyers, witnesses, and jury. This may or may not include a teacher and/or teaching assistant. (It is nice to get *everyone* involved.)

MATERIALS AND FACILITIES:

Regular classroom, auditorium/multipurpose space for assembly, teacher's desk as judge's bench, student desks for bailiff and court clerk, butcher paper to cover, writing supplies found in most school buildings.

OUTSIDE RESOURCES:

Sample copy of Court Docket from Multnomah County, gavel, parent support to have children dress as adults for trial.

MORE INFORMATION:

A field trip to the courthouse to actually observe a trial would be a bonus, but the lack of one didn't prove an obstacle to the success of this project.

Heit, Phil; Meeks, Linda; *Health: Focus on You*, Merril Publishing Co.; Columbus, OH; 1990.

Killien, Christi; *Artie's Brief, The Whole Truth, And Nothing But;* Avon Books, New York, NY 10016; 1990.

1992

Barbara Luscher

"I like my classroom to be an environment for discovery. With that in mind, I developed this lesson for students to work cooperatively, using their imaginations for travel. At the same time curriculum skills in math, language arts, and social studies were being developed. The kids had a great time with this project and the diversity of dream trips planned was wonderful."

- Social Studies
- Math
- Language Arts
- Spelling
- Geography

Available Resources:

Instructional guidelines
Student work samples
Landform map

Contact:

Barbara Luscher
Buckman Elementary
280-6230

Budget Travel

CURRICULUM:

"Budget Travel" is an interdisciplinary geography project in which children work cooperatively to design an imaginary travel experience. The students begin by building a map out of flour and salt to give them a preliminary hands-on visual idea of landforms.

Phase one begins with the students planning an imaginary trip on a road map, with criteria that will let them discover the geographical and technical data that maps include.

Phase two of the project involves math. The students must budget their trip and hand in an itemized list. Each traveller is given $100 for his/her 6-day, 5-night trip. In this section, parents become involved as students need to discuss realistic costs (e.g., hotels vs. camping).

Phase three is a story about the trip. This ties the other two parts of the project together by referencing budget and landforms. This section is evaluated on the writing process and the students following the given criteria. At the conclusion of this phase, the entire project is presented to the class.

Evaluation. The students fill out an evaluation sheet of the entire project. This is a time for students to conference with the teacher individually to express their feelings about the project, and for the teacher to assess the students' comprehension of the content presented.

STUDENTS: (Grades 4-8)

MATERIALS AND FACILITIES:

Maps: Any kind of road map. It must be big enough for the students to plan a 200 to 300-mile trip. City maps are not big enough for the trip. I was able to get my maps from AAA and the students brought maps from home. We used maps from all over the world.

MORE INFORMATION:

This project could be adapted to any social studies unit. It could easily be used in the fourth grade State of Oregon curriculum or in any fifth grade state report. Another opportunity to use it would be while studying a multicultural unit.

For use in the in-school TAG program, a student could be asked to do a trip during the westward movement. This could include figuring a budget of the 1800's, figuring probable distance travelled in a time period, and writing of adventures encountered en route.

1992

Kathleen Farrell

"My life doesn't seem to fit into tidy pigeonholes with distinct labels attached, so I figure – why teach that way?"

- Science
- Math
- Social Studies
- Language Arts
- Art

Available Resources:

List of outside resources
List of basic resources
Course outline
Student work samples
Bibliography
Handouts, The Wheel of Invention

Contact:

Kathleen Farrell
George M.S.
280-6262

Sol What? Integrating Science and Math with the Humanities

CURRICULUM:

"Sol What?" is an ongoing series of workshops that involve seventh grade students in identifying the scientific and mathematic contributions of ancient civilizations. The sun and other astronomic bodies were often the starting point for the earliest scientific observations and discoveries. Students go on to identify the various technological developments that occurred as civilizations progressed from agricultural communities to urban specialization. Through lecture, role plays, library research, discussion and art activities, students discover how science, math, and technology changed the way people lived, thought, and communicated. Students also read myths as expressions of how early cultures tried to explain their environment and discover how these myths evolved into scientific explanations as these peoples gained a more "scientific" understanding of how the world worked. Students often are impressed by how much of what we use in modern "western" civilization was discovered or invented by ancient "eastern" civilizations.

This program is connected to the seventh grade social studies curriculum which involves the civilizations that developed in the Middle East, North Africa, the Near East, and the Far East.

STUDENTS: (Grade 7)

Seventh grade students meet for these one-period workshops within the context of a three-period humanities block. This program is specifically implemented during one-two day workshops, with groups of 25-30 students. Following the workshops themselves, additional related activities may take place, extending the integrated curriculum.

Students are heterogeneously grouped, so all ability levels are part of the program. This program is easily adapted to different grade levels (probably 3-12) and to groups with different ability levels. Larger groups or groups with extreme variations in ability levels may require extra support staff.

The value of this program to students is that they begin to see learning as an integrated whole, rather than something fragmented into diverse content areas of 45-minutes each. Another value is that students discover the high level of science and mathematics attained by these supposedly "primitive" societies. Students are also surprised at how ancient or how recent certain inventions and discoveries are.

MATERIALS AND FACILITIES:

Materials needed include reference materials for the teacher (available from the professional library and listed in a bibliography) as well as reference materials appropriate for student use. The media specialist is a valuable resource! Teachers will want to coordinate use of the media center with the media specialist and sort out what resources are available there.

Teachers will also need to use some handouts and worksheets for students to record their learning.

OUTSIDE RESOURCES:

No outside resources were used for this program. However, field trips to OMSI, several museums, the observatory, etc. are easily tied into this program.

1992

Winifred Charley

Research, Analyze & Illustrate

CURRICULUM:

"Research, Analyze and Illustrate" is a cooperative project which utilizes higher level thinking skills and integrates reading, the writing process and social studies.

To begin, the class is organized into groups of three or four students. Each group is assigned a research subject. Groups search for information to fill out three clusters. The focus of each cluster has been determined by the teacher. For example, if the research theme is political personalities of the twentieth century, the first cluster may focus on the subject's political beliefs. The second may focus on the subject's political accomplishments, and the third may involve the effects the person's actions had on the world.

After the groups research information to fill in the clusters, each individual is accountable to write his/her own five-paragraph essay. There must be an introductory paragraph, three paragraphs which contain information from the three research clusters, and a conclusion.

The clusters help organize support for main ideas, as well as help students determine an organized method of presenting detail. The ordering of the detail is determined when students number the spokes of the cluster during the prewriting phase of the process. In addition to aiding organization, this method helps students present researched information in their own words.

Next, groups list opinions based on their research. They work on how to figuratively represent an opinion by designing a political cartoon.

Publication is the final step. A poster containing the name or title of the subject, the essays, and the political cartoon is submitted for display.

STUDENTS: (Grades 7-9)

This program has been used in heterogeneous eighth grade core classes containing mainstreamed special education students as well as TAG students. I believe it could be easily adapted for grades seven to nine. It can serve large or small classes.

MATERIALS AND FACILITIES:

School media center, posterboard, markers, colored construction paper, white paper.

- Reading
- Writing
- Social Studies

Available Resources:

Student work samples
Lesson plans

Contact:

Winifred Charley
Portsmouth M.S.
280-5666

1992

Doug Winn

"My hope is that students will begin to notice fallacious reasoning when it is used against them ... and when they try to manipulate others as well. They should spot their parents' use of circular arguments and be aware of the red herrings kids come up with when they want permission to go out. The bottom line is that fallacies are unfair. They're used to fake you out when the perpetrator doesn't have good evidence or logic to prove his/her point."

- Language Arts
- Social Studies

Available Resources:

Instructional guidelines
Curriculum guide
Course outline
Student work sample(s)
Video tape of student ads

Contact:

Doug Winn
Grant H.S.
280-5160

Fact, Fiction, or Fallacy!

CURRICULUM:

"Fact, Fiction, or Fallacy!" is an interdisciplinary project in which students identify fallacious reasoning and propaganda devices in argumentative writing and then demonstrate their knowledge through creating video and print advertisements. Students begin the unit learning the differences between such fallacies as *red herrings* and *begging the question*. From there they move on to distinguish various propaganda devices such as *glittering generalities* and *jumping on the bandwagon*. They discuss how these manipulative strategies are used against them by their parents and vice versa. Students are then asked to identify and label two fallacies and propaganda devices from a stack of letters-to-the-editor out of the *Oregonian*. Each day during the following week students begin class by pointing out more examples from TV ads, billboards, politicians' statements, etc.

For the second phase of the project, students purposely create ads which contain fallacies and propaganda devices. Working in teams they invent a new product (such as Zit Off and the Talking Typewriter), then create video commercials or magazine ads targeting an audience to sell their product in some devious way. The project ends when the teams present their ads to the class as a whole, and we guess which fallacies and propaganda devices are exhibited in the ad.

STUDENTS: (Grades 7-12)

MATERIALS AND FACILITIES:

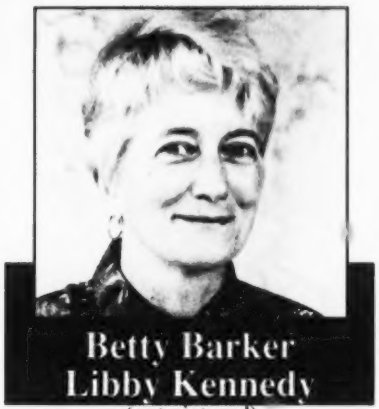
1) Access to video camera, video tape and player; 2) paper, scissors, and glue for making magazine ads; 3) my handouts: one defines 14 fallacies and propaganda devices, one is a quiz on this material, and one spells out the specific activities each team must follow when making their ad.

OUTSIDE RESOURCES:

The *Oregonian* editorial page or the letters-to-the-editor in most any publication.

BEST COPY AVAILABLE

1992



Betty Barker
Libby Kennedy
(not pictured)

"Role-play is an educational tool that profoundly involves students. When it is combined with historical research, it helps students to relive the past and understand the problems and opportunities Americans have faced. We developed this role-play to help students understand the importance of business and entrepreneurship in the United States. We hope some of our students will become entrepreneurs!"

- Language Arts
- Reading
- Social Studies
- Mathematics
- Art
- Multicultural

Available Resources:

List of basic resources
Course outline
Student work sample(s)
Lesson plans
Videotape of student presentations

Contact:

Betty Barker
Libby Kennedy
Beaumont M.S.
280-5610

Early American Entrepreneurs

CURRICULUM:

"Early American Entrepreneurs" is a simulation in which students play the roles of business people and inventors during the period from 1790 to 1860.

Students research an invention or business, create their own company, design and write a business proposal, and submit it to a bank for a loan with a presentation to the bank's Board of Directors.

- Students work with a partner or small group to select and research an invention, product or service from America's past, such as the cotton gin, sawmill, steamboat. They determine the name of their company and its location, design a logo, and choose positions in the company.
- Using information from their research, students write a specific description of the product or service they will provide. They explain why this will be successful (e.g., population growth, westward expansion, overseas markets, etc.). They write resumes as if they were living in the time period. They produce a sales letter, press release, and internal memos, and make an illustration of their business.
- The next step is to make up a budget to determine how large a loan is needed to help their business grow. This is technically difficult because information is scarce on prices. It's best to give students a few samples and let them use their imagination, but require mathematical accuracy.
- The students then prepare a written proposal to the Bank to justify a loan. This includes the history of the company, future plans, the reason they need the money, and how the money will be used.
- Finally, students present their proposal to the Board of Directors who ask questions to assess the potential of the company. All students take turns serving on the Board. The presentations can be videotaped. It is important to limit presentations and questions from the Board to three to five minutes each, and to allow the Board time to confer and vote on each proposal. The Board has the option of giving less money than is requested or denying the loan if they feel the plan is not adequate.

STUDENTS: (Grades 8-12)

One hundred 8th grade students participated in this project. They represent a cross-section of achievement levels found in a Core language arts-social studies class. Students spend approximately two weeks on this project, using two periods a day. The oral presentations to the Board of Directors should take approximately four class periods.

MATERIALS AND FACILITIES:

Materials: list of inventions and businesses from 1790 to 1860; list of prices of various objects, services and wages; directions for the project; paper for illustrations; colored pencils and pens; video camera and videotape (for optional filming).

Facilities: school library, public library, classroom, computer lab (if available).

OVERALL VALUE:

This project enables students to experience the role of inventor/risk-taker in the early development of our national economy.

Students use research, organizational, writing and mathematical skills to prepare a coherent business plan, and persuasive speaking skills as they present the plan to their peers for approval.

In playing the role of Bank directors, students use critical listening skills and questioning strategies.

Students learn from each other about the various economic enterprises and their interrelationships.

It has been our experience that eighth grade students are happiest when they are playing "grown-up roles," and this project encourages and rewards this favorite activity.

Language Arts

1992

Margaret Marsh

"I wanted students to have authentic reasons to practice re-reading books. I wanted to find a way to encourage the discouraged intermediate reader. Read It Again accomplished both goals."

Read It Again!

CURRICULUM:

"Read It Again!" is a program designed to develop literacy skills in low-achieving intermediate students as well as in younger students in their buddy classrooms.

Several classrooms in our school have a "buddy" class that they meet with on a regular basis. The intermediate buddies read with their younger counterparts. They may also take part in art activities, story writing, seasonal projects, mathematics activities, multicultural activities. These classrooms meet regularly, usually every other week for about 45 minutes. The younger students benefit from the special individual attention they receive from their older buddies. The intermediate students benefit, because they are valued and looked up to by their buddies. The intermediate students become "the teacher, the coach" and even the low-achieving intermediate students manage it very well.

"Read It Again!" is seen as an extension of the "buddy classroom" program. This program has several goals. "Read It Again!" is an attempt primarily to provide opportunities for low-achieving intermediate students to have authentic reasons to reread books. Another major goal is to build the confidence of these students. Typically these students are discouraged readers who do not believe that they are or can be good readers. They are embarrassed when asked to read easier texts. This program allows them to save face, to practice easier texts, to build fluency and expression for a legitimate reason. After successfully completing a tape recording of the story they have chosen, they have the added positive reinforcement of presenting their work to an enthusiastic audience of buddy classmates who truly look up to them and appreciate and value their efforts. Ideally this program will also promote literacy in the lower-grade buddy classroom.

The intermediate student selects a book that is a favorite among the students in their "buddy" classroom. It may be a Big Book or a favorite book from the buddy classroom's library. The intermediate student practices rereading the book several times. The student may choose to practice reading on a group of their peers, striving to read with a lot of expression and may also consider "sound effects" that might enhance the taping of the book. When they are ready, the book is taped. A signal to indicate that the page should be turned is incorporated into the recording. When the taping is complete, the intermediate student will arrange to visit the "buddy" classroom to share the tape. The accompanying books will be given as a gift to the "buddy" classroom.

STUDENTS: (Grades K-5)

Our school has matched kindergarten classes with third grade, first grade classes with fourth grade, and second grade classes with fifth grade. This kind of match-up allows even the low-achieving student in the intermediate grade room an opportunity for success when interacting with the buddy classmates.

MATERIALS AND FACILITIES:

Classroom and school library books, favorite stories, big books, tape recorder and audio tapes.

■ Reading

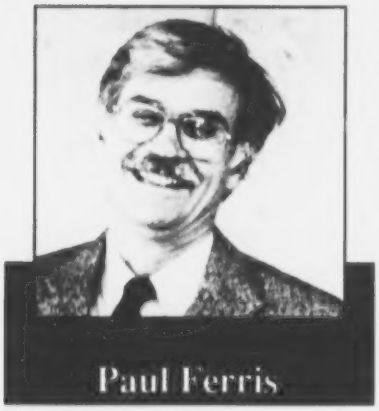
Available Resources:

Instructional guidelines
Bibliography

Contact:

Margaret Marsh
Kelly Elementary
280-6350

1992



Paul Ferris

"Martin Luther King, Jr. and Gandhi understood and practiced non–violence. Our booklet empowered adolescents to become aware of differences, foster diversity, and welcome acceptance. There is no viable alternative to peaceful co-existence."

- Language Arts
- Storytelling
- Art
- Drama
- Literature

Available Resources:

Instructional guidelines
List of outside resources
List of basic resources
PPS resources on Martin Luther King/ Mahatma Gandhi
PPS "Flip Through" booklet

Contact:

Paul Ferris
Kellogg M.S.
280-5707

Creating Myths for Peaceful Change

CURRICULUM:

"Creating Myths for Peaceful Change" begins with an analytical study of Martin Luther King, Jr., and Mahatma Gandhi. Their methods of change, particularly, nonviolence and strength in numbers through political means are examined. Violence is eschewed as a viable, long-lasting, change component. Capturing the peoples' spirit is emphasized. Peaceful means, i.e., boycotts, sit-ins, marches, education, equal opportunity training are highlighted.

The students are then asked to create a "flip through" booklet, 8 1/2" x 14" paper. There are four pages in the booklet, which are cut into five horizontal pieces. At the top of each horizontal piece, captions are printed which require the student's thinking and creativity in the form of drawings, words, both, or collages which complete each section. These stress awareness, choice, friendship, powers, and peaceful change. Students are required to answer the following:

1. Draw an issue of the world;
2. Create a new being;
3. Draw its power;
4. Draw friendship with a different being;
5. They change the world in peaceful ways.

Following activities include an oral presentation of a favorite episode to the group, a written story, and a continuing awareness of people who seek change in the world through peaceful means. A "Hero's Anthology," past and present, is begun and maintained by the students.

STUDENTS: (Grades 3-8)

Regular or special classes. Also, any number may create. Size is no factor.

Math Science Environment

1992

Adopt A Hawk

Lori Mash
Tom Sherwood

" Kids can make a difference for the preservation of the environment. "Adopt A Hawk" gives children the opportunity to be a part of the solution."

- Science
- Social Studies
- Language Arts
- Math
- Art

Available Resources:

List of outside resources
List of basic resources
Student work sample(s)
Lesson plans
Audiovisuals:
Birds that Hunt (B03505)
A Bird of Prey: The Redtailed Hawk (B00303)

Contact:

Lori Mash
Tom Sherwood
James John Elementary
280-6266

CURRICULUM:

In this program, children make and sell pine cone bird feeders in order to raise money to adopt wild hawks. Along with the adopting efforts, Learning Stations are set up in the classroom where children experience a variety of activities.

LEARNING STATION ACTIVITIES:

- **Language Arts Station,** students write what they have learned about hawks on a hawk shaped piece of paper.
- **Math Station,** students choose their favorite birds of prey and graph them.
- **Science Station,** (1) Students observe, weigh and measure a variety of feathers; (2) Measure and trace wing spans of different hawk species.
- **Art Station,** students design and/or create (1) hawk hats; (2) flying hand hawks; (3) pine cone bird feeders.
- **Computer Station,** students print banners and signs to advertise and generate enthusiasm (use Print Shop).

WHOLE GROUP ACTIVITIES:

Films, discussions of endangered species and environmental issues, math graphs.

STUDENTS: (Grades K-1)

MATERIALS AND FACILITIES:

- Table covered with plastic to assemble bird feeders on.
- Plastic sandwich bags to store completed bird feeders.
- Pine cones.
- String.
- Peanut butter.
- Suet.
- Popsicle sticks.
- Bird seed.

MORE INFORMATION:

Students in our K-1 were able to raise $550 to adopt six birds of prey including a bald eagle. To achieve this a letter was sent to parents explaining the project and asking for donations and volunteer time. Not only was there an abundance of donations in both areas, but neighborhood stores (Safeway, Fred Meyer and Thriftway) supplied the peanut butter at no cost.

At this point students were ready to begin filling the orders for pine cone bird feeders they had collected from friends and family members. We kept track daily of sales on a "thermometer" located in the hall. Parents, students and staff were anxious to see it grow each day!

1992

Ginger Peavey

"If life is going to be a banquet, we need to be able to read the menu and add up the bill!"

May I Take Your Order

CURRICULUM:

"May I Take Your Order" is an integrated curriculum approach to math. Using cooperative learning and role playing techniques, students practice math skills by taking orders from class and individually made menus.

As an introduction to this project, students use real menus to take orders and learn how to add up guest check bills. Students work with partners role playing waiter and guests. Calculators are used to settle disputes. Language Arts skills come into play when the class makes its own menu according to units being studied. Our Health studies promoted a fruit and vegetable menu in addition to a healthy foods menu. At the conclusion of our Brazil unit, we made up a menu featuring foods we had discovered were grown and eaten in Brazil. Students also have an opportunity to make their own menu with family favorites. A special opportunity is provided at the "Corner Restaurant" in our room – taking orders and giving out guest check bills while eating lunch with the teacher. Math and food – lots of opportunities to promote Career Education, Multicultural Education, and Reading!

STUDENTS (Grade 2):

Twenty-six (26) second-grade students, all levels, work daily at math time at the beginning of this project. After two weeks, we go to two times weekly.

MATERIALS AND FACILITIES:

Teacher-made guest checks (see sample Waiter's Book), copies of Restaurant Menu, and calculators. Class makes placemats and turns a table into "our restaurant" as needed. Aprons are a nice touch, but not necessary as imagination takes over.

- Integrated Curriculum
- Language Arts
- Health
- Career Education
- Multicultural

Available Resources:

List of basic resources
Course outline
Student work sample(s)

Contact:

Ginger Peavey
Bridger Elementary
280-6336

1992

Janet Muller

" 'Why do we need to know this?' Sound familiar? In an effort to bring relevance and excitement to my classroom, I developed this check writing unit with First Interstate Bank. The students loved it, and I haven't heard that familiar refrain all year!"

■ Behavior Management

Available Resources:

Instructional guidelines
List of outside resources
List of basic resources
Course outline
Student work sample(s)
Checkbooks and a supply of non-valid checks

Contact:

Janet Muller
Duniway Elementary
280-6343

We're In the Money!

CURRICULUM:

"We're in the Money!" is a year-long unit in mathematics during which each student receives a **real** checkbook (drawn on an invalid account) and deposits play money earned in class for excellent work, prompt papers, good grades and effective, cooperative group behavior. The student withdraws money as a consequence for poor quality work, late papers or inappropriate classroom or group behavior. Each student is responsible for deposits and withdrawals and for maintaining a minimum balance as well as keeping the checkbook balanced. To introduce this unit, Debbie Shoemake, the manager of our neighborhood branch of First Interstate Bank comes to our classroom to discuss money. She and the students brainstorm many ways to acquire money and as many different methods of spending it, concluding that for the average person, a checkbook offers many sensible advantages. The students are absolutely delighted when Debbie hands each of them their own checkbook complete with real checks and registers. Each student receives an initial deposit of $500 and a list of activities or behaviors for which they can acquire money, as well as activities and behaviors for which they will lose money in the form of checks drawn on their accounts and written to me. Because of the high interest level, the students quickly and enthusiastically master both accurate record keeping and check writing. At the beginning of the unit they present their checkbooks to me each Friday for a brief audit and to either receive money or make payments. As the unit progresses, we appoint rotating class auditors who cheerfully audit checkbooks, take payments and dispense both reward monies and advice. The students also have the opportunity several times during the year, to work together as a whole group, toward the purchase of a class treat (a movie or a classroom pet) with each student contributing an equal amount toward the purchase while still maintaining the minimum balance. By year end, all of the students have an excellent grasp of place value and have greatly improved their addition and subtraction skills. They have also acquired a real life skill of which they are enormously proud and a very clear understanding of the relationship between hard work and success.

STUDENTS (Grades 4-8):

This unit was taught to 27 fifth graders representing diverse skills and abilities. Although I originally developed the checkbook unit to put a little sparkle into my mathematics curriculum, it became quickly apparent that the student's enthusiasm for check writing made this unit an effective behavior management tool also. Several of my most difficult students began turning in prompt, high-quality work and many of our classroom behavior problems were resolved because of the value students placed on this program.

OUTSIDE RESOURCES:

Wanting to use resources within our neighborhood, I contacted Debbie Shoemake at the Woodstock branch of First Interstate Bank. She supplied us with 30 individual checkbooks, permission to photocopy additional First Interstate checks and was generally a wonderful source of information on banking. She visited our classroom several times during the year to answer questions, monitor our progress, and to share special goodies with the students. The only other supplies used in the unit were the voucher checks with which the students were paid initially, purchased at huge discount from a local merchant, and the money which I made myself by photocopying inexpensive play money.

MORE INFORMATION:

For those teachers who prefer to create their own checkbooks, eliminating a banking contact, I have available the prototypes of the checks used in this unit as well as a relatively thorough list of activities and behaviors for which money could be acquired or lost as well as the cost of each activity or behavior.

1992

Katherine Block

"Have you ever debated whether to buy one item or a different one while grocery shopping? Food Fair challenges players to choose between two items and decide which to buy. Not only do players have to consider price (each player begins with $100 for groceries), but also food value, packaging, and size. Interesting conversations can be developed between teacher and players about consumer choices."

- Consumer Education
- Home Economics

Available Resources:

Instructional guidelines
Publications
Curriculum guide
Lesson plans
Choice cards and student record sheets

Contact:

Katherine Block, retired
Lane M.S.
Call 249-2000, Ext. 392

Food Fair

CURRICULUM:

"Food Fair" is an interdisciplinary game which can be used for teaching about consumer education, home economics, and mathematics – calculator practice, review of weights and measurements, and making charts.

"Food Fair" asks students to choose a food item (which can be packaged in can, box, or bottle) from two "choice cards" drawn from a face-down pile or "discard pile." The choice is recorded on a "student record" chart. The chart records: name of food, weight in ounces, how packaged (can, box, or bottle) and price. The student begins with $100 and the price is successively subtracted from the beginning budget. "Choice cards" are then placed on a display card in the appropriate category – can, box, or bottle. The object of the game is to not only examine food ads (35 for each category), but discuss comparative prices and weights. Each ad shows the item, number of ounces, and price per item. There is more than one winner at the end of the game (which ends when either all the cards are used or students run out of money). One winner is the student with the most money left (if we run out of cards); another winner is the student with the most ounces of food; and third winner is the student with cards distributed the most evenly in all categories. Calculators are used for all calculations, reinforcing calculator skills. The instructor has many opportunities to interact with students on such questions as whether to buy food for a pet.

STUDENTS (Grades 6-9):

Fifteen learning disabled students in a resource center have participated not only in this game, but in the units of study of weights and measurements of foods in various packaging. The game works best with small groups of six or smaller and could be adapted to younger or older students. All of my students have found this game to be a challenge and have asked for this game on Friday game days (the classes meet daily). The game has also been used successfully with students who are NOT a part of the math class and have NOT studied weights and measurements and are "normal students" (a daily "Advisory" group in middle school).

MATERIALS AND FACILITIES:

"Food Fair" has three easily-made components: (1) 105 contact-paper-backed playing cards (for uniform backs) with food ads from shopping papers glued on the front. These are 35 ads of food in cans, 35 of foods in boxes, and 35 of food in bottles. All show price (in case of multiple items for $, price is shown as one item), number of ounces (liters are converted to ounces; gallons show ounces as well). (2) "Student Record" sheet – a chart to be filled in by students in successive plays. Each student writes in the chart the name of food, weight in ounces, how food sold (can, box, or bottle), and price, and subtracts from a starting balance of $100 to show amount left each turn. (3) Each student also has a Display Card divided into thirds upon which to place the card chosen in the correct category of packaging.

MORE INFORMATION:

Complete ready-to-use xerox of choice cards, student record sheets, and display cards is available. Information on the larger unit on weight and measurement of foods in cans, boxes, and bottles is also available.

The students involved in this activity – both game and larger unit – in the resource center math class have shown interest and a gain in their understanding of weights and measurements (as measured by daily work and tests). All have learned to use calculators more efficiently. Most have learned some facts about choosing between two foods. All can repeat some basic facts about foods long after playing "Food Fair."

1992

Eric Baack

"Even if we knew all that there was to know about the salmon – which we do not – we still would not know the best way to save them. Science cannot tell us how to make hard choices, but we cannot make those choices well without science."

- Biology
- Social Studies

Available Resources:

Instructional guidelines
List of outside resources
List of basic resources
Curriculum guide
Student work sample(s)
Lesson plans
Bibliography

Contact:

Eric Baack
Jefferson H.S.
280-5180, Ext. 403

Salmon Decisions Role Play

CURRICULUM:

Through the use of role-play, students learn about the habitat needs of the salmon of the Columbia River, the importance of the salmon to Native Americans, and the problems now facing the species in the Northwest.

Students take the roles of different groups involved in the problem (commercial fishermen, loggers, electric utilities, Native Americans, farmers) and work in cooperative groups to design their own plan to save the salmon. The students present their plan to other groups to gather support. Finally, each group presents its plan to the class, explaining why it would do an adequate job of protecting the salmon.

Students learn about the life cycle of the salmon by watching the Jacques Cousteau film *The Tragedy of the Red Salmon*. The class reads an excerpt from Craig Lesley's *Winterkill* to understand the importance of the salmon to the Native Americans, then work in groups to generate their response to the building of the Dalles dam if they had been Celilo Indians alive at the time. The core of the unit as presented could take one week, but could easily be incorporated into larger units on salmon, aquatic ecosystems, or the history of the Northwest. Background papers and a bibliography are available.

STUDENTS (Grades 7-12):

The program was developed for low- and middle-achieving students grades 9-12, but should be suitable for grades 7-12. The role-play has been used in multi-grade heterogeneous classrooms in science. Up to 30 students at a time met daily for 50 minutes. It would work better with groups of 20 or so.

MATERIALS AND FACILITIES:

The role-play requires a classroom with desks and an overhead, copies of some materials, and a film projector.

OUTSIDE RESOURCES:

The potential for using outside resources is very high with this program. A few names and phone numbers are listed below.

An excellent film on the salmon life history is *The Undersea World of Jacques Cousteau: The Tragedy of the Red Salmon*, available at the BESC.

Oxbow County Park, 663-4708. Salmon spawn in the river in the fall. Good for a field trip in October, but arrange in advance.

Bonneville Power Administration, 230-5131. Speakers are available on the BPA's efforts to save the salmon, as are many documents on programs to save them. Also available is a videotape, *Voyage of the Kings*.

1992

Dan Evans
Jeff Schaffer
(not pictured)

" *'Crash Cars' lets students see and experience science and technology in action. It's a blend of Newton's theories of motion with the development of safer transportation. You too can build a 'better mousetrap' and a safer CO_2 powered car!*"

- Technical Education
- Physics

Available Resources:

Instructional guidelines
List of basic resources
Course outline
Student work sample(s)
Lesson plans

Contact:

Dan Evans
Jeff Schaffer
Hosford M.S.
280-5640

Crash Cars

CURRICULUM:

"Crash Cars" is an interdisciplinary project in which students design and construct a CO_2 powered car that utilizes a bumper to absorb energy in a crash, design and build a method of protecting an egg that is riding in the vehicle, measure and calculate force/momentum, and record daily any information relating to the project. Giving students a realistic problem to solve generates creativity and teaches some difficult principles of physics.

Students work in teams of 3-4 and keep a daily journal, recording all of their drawings, ideas, test results, and what was done each day.

The body of the car is constructed (carved) from a solid block of pine; the wheels are provided by the instructor. The completed car is tested on a five foot high by ten foot long ramp. The cars are rolled down the ramp and crashed into a series of wooden blocks to measure the force of momentum. The pattern of the scattering blocks is recorded (no bumper on car). Students will then design and construct an energy absorbing bumper that is mounted on the front of the car. The students repeat the experiment by crashing the car (with the bumper installed) into the blocks again. The pattern of the scattering blocks is recorded again and the amount of energy absorbed by the bumper is calculated.

Students also make an advertisement for their cars, designed to sell people on their ideas.

Finally, after testing the cars propelled by gravity, students will use a CO_2 cartridge to power their car over a level 20 meter surface. An egg is installed in the car (to simulate a passenger) with the safety devices, and the car is crashed under power, so the students get a visual understanding of how well their various safety devices work.

STUDENTS (Grades 6-12)

MATERIALS AND FACILITIES:

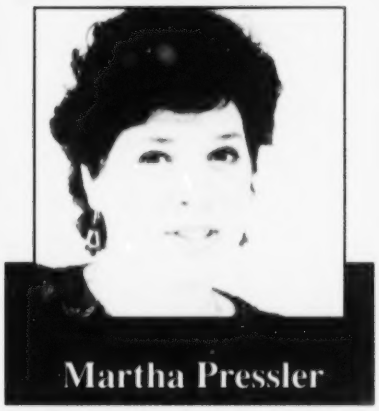
The science lab and the technology lab are utilized for this project. Students are allowed to move from one area to another for different aspects of the project. The following is a list of materials and supplies necessary for this project:

Small syringes, spring steel, ball point pen springs, test ramp (5'-0" high x 10'-0" long), CO_2 car race track from Pitsco**, plastic wheels, CO_2 cartridges**, 2" thick pine - car bodies, movie "Tucker, the Man and His Dream", wood blocks, and graph paper.

**These items can be omitted if reducing cost is a factor.

Music

1992



Martha Pressler

"Children identify with the paper doll characters so quickly that it makes it easy for even shy children or children who speak a different language to have their own special moment in this activity. I love to see the joy of that individual moment."

■ Multicultural

Available Resources:

Instructional guidelines
List of basic resources
Patterns for paper dolls & costumes, sheet music

Contact:

Martha Pressler
Arleta/Youngson Elementaries
280-6330 / 280-6383

Mary Wore Her Red Dress Around the World

CURRICULUM:

"Mary Wore Her Red Dress Around the World" is an activity in which a song and large paper dolls with attachable costumes become the vehicle for helping young children learn more about themselves and about other cultures around them.

I begin with a doll dressed simply in a red dress and shoes and introduce her to the children as Mary. Then I teach the traditional song, "Mary Wore Her Red Dress." The fun begins when I show the children that they can attach the clothing and shoes themselves and we can change the words of the song to fit whatever Mary gets to wear. There are more than enough volunteers to take turns putting items of clothing on and requests for more clothing or jewelry or a pet or whatever catches the child's fancy! The activity expands to other dolls or other costumes or to the children themselves. When they start to volunteer information about themselves to sing about, it is a wonderful opportunity (Music class often is) to give individual children a special moment. It sets the stage for the individual child to feel proud when it is his/her culture that is being highlighted with the song. As the song and activity become more familiar, there are other ways to promote individual self-esteem: asking for volunteers to sing a solo or to lead the song.

As a new costume is introduced that comes from a culture with a different language, items of clothing are taught in that language.

The choice of which cultures to use depends upon the representation of the class. The doll is also given a name which comes from the culture. As we change costumes and names, I point out how words sound alike and how different items look alike, always promoting the sense of cultural difference with no value judgment attached.

In case it seems that I have forgotten about musical goals, I haven't. Self-esteem by itself is a musical goal. Beyond that, I am always listening for and encouraging the children to use their singing voice. I also listen for the development of melodic direction (up/down). Last, the children learn how to put new words in a familiar melody.

In some ways the title of this activity is a misnomer because children this age (for the most part) cannot understand the geographical concept meant by the word 'world.' That is exactly why I developed this idea in the first place!

STUDENTS: (Grades Pre-K-2)

This activity has been used successfully with kindergarten students meeting in general music classes once or twice a week. It could easily be used in Pre-K as well as 1st and 2nd grade classes.

MATERIALS AND FACILITIES:

A copy of the song, a pronunciation list of foreign words spelled phonetically, patterns for dolls and costume pieces, a child-level bulletin board or easel, pins or thumbtacks. This works well in the classroom, but is also a center activity.

OUTSIDE RESOURCES:

Foreign language translators in the E.S.L. Program can help with words, pronunciation, and authentic costumes. *International Children*, Riverside, CA, Teacher's Friend Publications, Inc. 1991.

MORE INFORMATION:

This activity was originally developed in an American Overseas School in Egypt in order to teach a traditional American song to young students from many different nationalities. Many of these students did not speak English, so the use of visuals was important. As children progressed with language and song skills, it was clear that the use of the paper dolls was nonthreatening to shy children regardless of English language skills and provided a nice bridge to help the child gain the confidence to be in the spotlight. The repetition involved in the activity is good for strengthening oral as well as reading skills for E.S.L. students.

1992

"Singing and dancing one's way back through history, pausing along the way to meet women who have made outstanding contributions to society, seems a natural and fun approach to celebrate Women's History Month."

- Language Arts
- Math
- Science
- Visual Arts
- Social Studies/Culture

Available Resources:

List of outside resources
List of basic resources
Curriculum guide
Overhead transparencies of songs
Program plan

Contact:

Chuck Hardy
Sue Taylor
Hollyrood Elementary
284-6766

A Wonderful World of Women

CURRICULUM:

"A Wonderful World of Women" is a musical/dramatic program featuring female mathematicians and scientists adopted and researched by classrooms, using curriculum areas of Music, Language, Math, Science, and the Visual Arts. School moms and other community women assume the role and costume of those women to present a cameo monologue in conjunction with the classroom performances of songs about the featured women at a school assembly.

STUDENTS: (Grades K-5)

Grade level and number of students are flexible, easily handled by primary grades, but could be utilized as high as fifth grade, using as many or as few classrooms as desired.

MATERIALS AND FACILITIES:

The music teacher wrote lyrics and music which tell the story of the celebrated women. Teachers use curriculum guides from the National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. In addition, teachers used library books and reference materials from the school library. The school assembly was performed in the Grant High School music room but could be handled in any assembly space.

OUTSIDE RESOURCES:

School moms researched the adopted women and provided period-appropriate costuming for that woman. A high school music room was used for the assembly.

MORE INFORMATION:

It is important for children to know, at an early age, that women have made outstanding contributions to society beyond traditional roles.

The worth of the program was evidenced in the learning manifested in other areas of work and play.

There are a variety of possible extensions to this basic program.

1992

World Percussion - Exploring Percussion Instruments

Kimberly Heron

"World Percussion" is like a musical trip through many different countries. Get on board! See, hear, and touch the ways in which our lives, and our world neighbors' lives, are affected by music."

■ Social Studies

Available Resources:

Instructional guidelines
List of outside resources
List of basic resources
Course guide
Lesson plans
Transparencies: rhythms master and room layout

Contact:

Kimberly Heron
Abernethy Elementary
280-6190

CURRICULUM:

"World Percussion" is a music program that uses a cooperative learning approach to expose students to different cultures. Rhythm patterns are reinforced. Students may compose their own rhythmic patterns.

Students are divided into groups of three. At each instrument station, students read an information sheet and practice and perform rhythms from a rhythm sheet. The information sheet includes the name of the instrument, the materials the instrument is made from, and the country from which the instrument originates. Students may also be required to compose a rhythmic pattern from rhythm cards. After each student has performed the rhythms correctly in the group, s/he signs off on an instrument check sheet. After each group has finished working independently, the teacher selects one student from each group to perform a rhythm for the entire class. Students then move to the next instrument station.

STUDENTS: (Grades 2-6)

About 200 students in grades 2-5 participated in this unit during the '91-92 school year. This included SLC-A primary and intermediate students. Classes met twice a week for 30-minute sessions for two weeks.

All second graders and SLC-A students performed at least one required rhythm correctly. Third graders performed two required rhythms and composed a 4-beat pattern in their group. Fourth and fifth graders performed all three required rhythms and composed an 8-beat pattern in their group.

The program can easily be adapted to older children by using more complex rhythms. The class numbers ranged from 11 to 25 students. It is possible to do this unit with less than 11 students. Depending on the classroom space, this unit can also be adapted for 30 students.

MATERIALS AND FACILITIES:

Setup: auditorium or large space.

Materials needed: overhead projector, percussion instruments (i.e., guiro, shaker, maracas, slit log drum, thumb piano (mbira), bongos, talking drum, hoop drum, cabasa . . .).

OUTSIDE RESOURCES:

Invite Patrick Pinson from Cedar Mountain Drums to demonstrate Native American drum making and/or do a presentation on N.A. drums.

MORE INFORMATION:

Unit extensions: (1) students invent and/or make their own instruments; (2) combine two or more groups and compose short percussion piece with both (or all) instruments.

Personal Growth

1992

Sex Abuse Prevention Program

Karen Ditmar

"Mobilizing to Fight Against Child Sexual Abuse. Approximately one out of every three girls and one out of every four boys will be sexually violated. For special education students, the ratio of sexual abuse is even higher."

CURRICULUM:

The goal of the course is to help elementary aged self-contained special education students recognize sexually dangerous situations and give them encouragement to communicate these situations to caring adults. It also emphasizes safety rules for avoiding potentially dangerous situations.

There are eight or nine one-half hour to forty-five minute group sessions covering four topics: 1) personal safety; 2) touching; 3) assertiveness (It's okay to say no!); and 4) support systems.

Each session has pictures and a brief story and simple questions, e.g., a picture of a man with some kittens; he asks the children if they want to come into his home to see the other kittens. Then there are simple discussion questions. Most sessions include some role playing and a picture to color that relates to the story. Each lesson is presented in several different ways.

STUDENTS: (Grades K-5)

This is a concrete, repetitive, activity oriented, multisensory program with simple language to help EMR and other handicapped children understand, avoid and tell about sexual abuse.

MATERIALS AND FACILITIES:

The following materials were used as the basis for this program. They were modified and combined in order to make the program simple, concrete, multisensory, and repetitive for use with special education students.

My Very Own Book About Me by Jo Stowell and Mary Dietzel, Lutheran Social Services of Wash., 1983.

Talking About Touching by Ruth Harms and Donna James, Seattle Institute for Child Advocacy, Committee for Children, 1984.

Speak Up and Say No by Elaine Krause, Oregon City, 1980.

Play It Safe Coloring Book, U.S. Government Printing Office, 1984.

MORE INFORMATION:

I have presented this program twice this school year at conferences, once in October at the Washington School Social Workers Conference and in March at the Oregon School Social Work Conference. I have received requests from several social workers for copies of the material to use with special education classes in which they are working.

Regular education students have a 25% chance of being sexually abused, and indications are that the risk for special education students is much higher than that for the general population. Sexual abuse causes serious emotional distress for its victims, often with life-long implications. This is a subject that has been dealt with in regular education classes, but there have not been materials geared to the special education student. The need to get this information to these students is great.

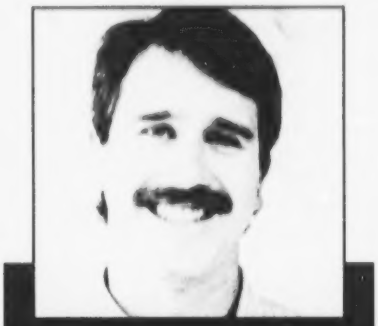
Available Resources:

Course outline
Existing materials adapted to the level of our special education students.
Several different types of material to make information repetitive and use different modes of learning.

Contact:

Karen Ditmar
Child Service Center
280-5840, Ext. 374

1992



Anthony Scribner

"We wanted a program that addressed the needs of "at risk" middle school students. In Teacher Assisted Study, we know we have a program that makes a difference."

Teacher Assisted Study

CURRICULUM:

"Teacher Assisted Study" is a program for personal and academic growth. It is an elective class where students who are struggling with completion of their work receive time, assistance and structure to improve their academic performance as well as build their self-esteem. Students come to the class with the expectation of completing work from one of their main curriculum content areas. A unique feature of TAS that differentiates it from a study hall is the "check-in." The check-in is an individualized conference in which the teacher meets with each student to determine if all needed materials are brought to class, the student has recorded his daily work on an assignment sheet, and sets goals for completion of work during class and at home. In addition to monitoring academic achievement during the check-in, the teacher also takes time to build trust and rapport with the student by inquiring about the student's well-being or discussing a non-academic topic. The check-in serves to help develop a role of support for the student that encompasses more than just the completion of work. Thus, TAS provides an environment that counsels students both academically and emotionally.

STUDENTS: (Grades 7-8)

The Teacher Assisted Study class is attended by both 7th and 8th graders. Although it takes one of the elective spots for the students, it is not offered to the student population as an elective choice. Instead, students are identified and asked to participate in Teacher Assisted Study because of low grade point averages, concerns from teachers, counselors or administrative personnel, or because they are not eligible for Special Education services. Students also have referred themselves for TAS.

MATERIALS AND FACILITIES:

Teacher Assisted Study takes place in a classroom. A class is composed of 15 to 20 students and two teachers. Both teachers should be able to work with all four primary content areas and enjoy working with low-achieving students. One of the teachers is also a school counselor and works as a primary liaison for parents and other teachers. The two-teacher format is especially helpful in providing flexibility to respond to class situations where some students may need more time with one of the teachers. In addition, a variety of strategies are employed to help keep track of students' academic progress. Report cards and mid-term progress reports are reviewed with students throughout the year. Conferences between TAS teachers and classroom teachers also occur. The "TAS Weekly Report" form is also exchanged on a regular basis to communicate with all teachers of TAS students to help determine where TAS time needs to be used.

OUTSIDE RESOURCES:

Field trips have been a regularly used resource in Teacher Assisted Study. Each Fall the students and teachers participate in the North Portland Pier Point Park Challenge Course sponsored by the North Portland Youth Service Center. The students also attend field trips that we access through the Career Education funds available through the district. Teacher Assisted Study students attend programs or listen to special speakers who come to the school to help facilitate the development of a positive school experience as well as help with self-esteem issues.

MORE INFORMATION:

The improvement that students internalizes as they begin to succeed effects not only school work and grades, but their own self-worth, peer/adult relationships and their determination to continue to succeed in the future. The smile you see on a child's face after a successful report card tells you that TAS works.

- Language Arts
- Math
- Science
- Social Studies

Available Resources:

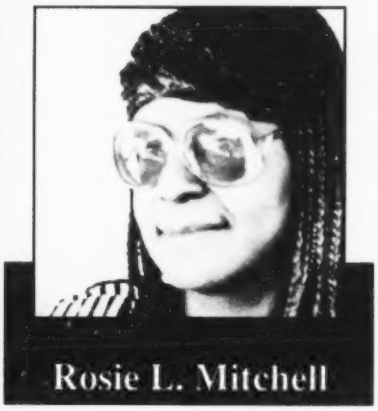
Instructional guidelines
Teacher assisted weekly report
Teacher assisted study study weekly report

Contact:

Anthony Scribner
West Sylvan M.S.
280-5690

Social Studies & Culture

1992



Rosie L. Mitchell

"When students can feel and relate to the hardships endured by a group of people in their efforts to obtain freedom, students begin to have a greater appreciation for those freedoms."

■ Social Studies

Available Resources:

Instructional guidelines
List of basic resources
Publications
Course outline
Student work sample(s)
Lesson Plans
Bibliography
Complete plans for presenting a Black History Month Assembly
Tape of song "Are You Free"

Contact:

Rosie L. Mitchell
Ockley Green M.S.
280-5660

Black History Month: The Spirit of Freedom – Are You Free?

CURRICULUM:

Black History Month: The Spirit of Freedom – Are You Free? is a project in which students:

1. examine events, methods, and feelings of Africans and their descendants in their struggles to be free,
2. recognize the freedoms they now enjoy because of these past struggles, and
3. evaluate present day situations to see if by their own actions they are limiting these freedoms.

Students begin the project by listing historical people or events that they feel exhibited a spirit of freedom. Students must be prepared to explain how the spirit of freedom was exhibited. From this list students will research the ones that they feel best express the spirit of freedom. The students then arrange their information in chronological order beginning with Africa to the present. Emphasis is placed on the hardships endured to gain freedom so that students can understand the feelings of those involved and the importance they placed upon freedom. Films or videos depicting slavery or segregation help the students to empathize with these hardships. Students then examine their own freedoms as a result of these previous struggles and hardships. For example, they attend integrated schools, they can eat at restaurants, etc. Finally students focus on things that limit freedom today. Emphasis is placed upon the fact that if they allow themselves to be controlled by gangs, drugs, illiteracy, etc., they are not free.

STUDENTS: (Grades 6-7-8)

Thirty-five students met for the month of February to plan activities for Black History Month. Students met once a week for the first two weeks for discussions and instructions for independent research. Students met three times a week the last two weeks in order to finalize their activities into an assembly to be presented to the entire student body. This project is suitable for high school and could be adapted for upper elementary grades. This project could also be adapted to deal with the struggles for freedom in other countries such as the former Soviet Union Nations.

OUTSIDE RESOURCES:

No outside resources were used. I would have liked to have had people from the community – senior citizens – who had lived under segregation, come in as guest speakers.

MORE INFORMATION:

A narrative was developed from the students' research. This narrative was read by the students in a Black History Month assembly. The students in the project dramatized the narration. Several teachers also took part in the dramatization which included an African scene, a slavery scene, and scenes throughout history. Each scene emphasized the theme "the spirit of freedom." The finale involved challenging the audience with the question – Are you free?

Students gained more appreciation for the freedoms obtained through the effort of those in the past. This was accomplished by having the students understand the feelings of those in the past by coming out in chains or working in cotton fields in their dramatization. One staff member commented after the assembly that "it was very moving."

BEST COPY AVAILABLE

1992

Kathy Wiard

"This multicultural unit is an exciting, motivational way to spice up an ordinary topic. Many different skills are drawn upon producing high interest. Students of all ability levels may participate in a cooperative spirit. Most important, everyone can be successful."

- Social Studies
- Reading
- Language Arts

Available Resources:

Instructional guidelines
List of basic resources
Course outline
Student work sample(s)
Lesson plans
Audiovisuals

Contact:

Kathy Wiard
Gregory Heights M.S.
280-5600

Run for the Border!

CURRICULUM:

"Run for the Border" is a race from the U.S./Mexican border to the tip of South America. Students are divided into teams and travel through each of the Latin American countries.

While traveling through each country, student teams are encouraged to learn as much as they can about each country involved. They do this by completing country information sheets, maps, short reports, and their choice of a variety of hands-on projects.

Points are given for all above activities. Points earned move each team marker along spaces on an enlarged Latin American map that is displayed as a bulletin board. Team cooperation can earn additional points.

Bonus points are earned when we play the "Information Game." For this game, I ask questions that relate back to the information sheets, maps, reports, etc., that each team has completed. The first team that can answer my given question correctly is awarded extra points to help move their marker along the map. Points may be subtracted for an incorrect answer or for rude behavior!

The first team to reach the southern tip of South America is declared the winner. A small prize is awarded the winning team. I have used rewards such as food (Blizzards are really popular), sitting by a friend in the classroom, or special pencils, pens, paper, etc.

To celebrate and share the culmination of this unit, we have a "Fiesta." Students decorate our classroom with a Latin American theme such as a Mayan temple, a tropical rain forest, an outdoor market, Mardi Gras, etc. Parents are then invited to join us for our festival. This becomes a great opportunity for us to display all of our hard work. It is impressive to see how much work we have accomplished, and the public relations gained with parents is extremely rewarding.

STUDENTS: (Grades 6-8)

I have two 6th grade core classes containing 24 students each. Each core shares the usual span of low to high achievers. Student teams of 4-5 members spend 40 minutes daily working on this 9-week unit.

MATERIALS AND FACILITIES:

You will need a posterboard size map of Latin America, push pins to use as markers, copies of the information sheets and maps you wish to be completed, a suggestion sheet for short reports, and a suggestion sheet for projects.

It is important to have easy access to atlases, almanacs, and encyclopedias. While the majority of activities take place in the classroom, additional library time and library books are desirable. Travel agencies have been generous in giving us travel folders. Older magazines having articles relating to Latin America are also useful.

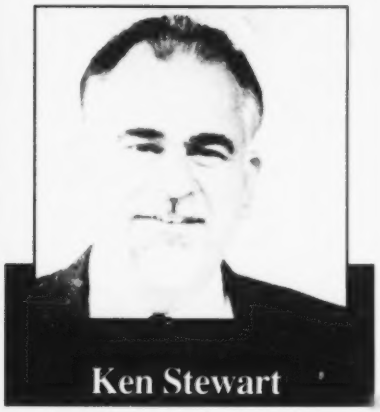
OUTSIDE RESOURCES:

Outside speakers always add interest. I have had parents come in with slide presentations of their travels. I have also utilized foreign exchange students from local high schools/colleges.

MORE INFORMATION:

The amount of learning and excitement generated with this unit of study always amazes parents, administrators, students and myself. Personal satisfaction and growth become major outcomes. Confidence and skill levels increase, and because so many different activities are used, students remain enthusiastic. So run for that border!

1992



Ken Stewart

"Teenagers are at least as preoccupied with romance as the rest of us. The evocative symbolism of the bow and arrow seemed just the sugar-coating for the comparative cultures pill."

- Interdisciplinary
- Literature
- Global Studies

Available Resources:

List of basic resources
Lesson plans

Contact:

Ken Stewart
Madison H.S.
280-5220, Ext. 263

To Win Her Love . . . Will the Real Suitor Please Stand Up?

CURRICULUM:

This four-day lesson is designed to introduce high school underclassmen to the culture of India by presenting a subject of presumed interest to them (i.e., how a woman selects a husband) in a format (which I call the R-E-D [retell, enact, depict] technique) that allows and encourages them to take ownership of the stories considered. Cooperative Learning and Shared Inquiry strategies challenge the students' thinking in exercises which work equally well in Global Studies and Literature classes.

The lesson centers around readings from three epics: the Indian Mahabharata and Ramayana and the Greek Odyssey. In each the man who is (or who intends to be) the woman's husband must prove himself in a test with bow and arrow. After the students read the excerpts, their first activities center on careful observation of the texts – activities drawn from cooperative learning theorists and the Bay Area Writing Project. The second phase of activity, the Shared Inquiry discussion, aims at student interpretation of the stories. In Shared Inquiry, the discussion leader posits a question about which s/he has real doubt as to the correct answer. For me, that was: "Why is the ability to pull and accurately shoot the bow such an important test of a new husband?" In shared, as in other inquiry, the discussion leader continually asks participants to validate their views by reference to the text. Discussion continues until all participants feel that the question has been adequately explored (it is not necessary that the group agree on an answer!) The final activity focuses on the student's application of the understandings gained, by choosing to Retell, Enact or Depict an incident from one of these excerpts. Students also explain to the class why they chose to do what they did, and describe any interesting problems they encountered doing it. While they all enjoy doing these things, and listening to their classmates' presentations, I was struck by two students in particular: one found that the scene chosen for depiction required long and careful thought about the nature of Indian culture and its differences from ours; another, introverted student presented a character study that was both textually valid and at the same time autobiographical.

STUDENTS: (Grades 9-10)

An Honors Global Studies class of nineteen students met daily for 48 minutes. For a younger class, or one where the students' reading skills are less developed, additional time could be taken for reading in class. At even younger ages, the teacher might read aloud: 5-10 minutes per reading. At 11th or 12th grade, the lesson should work equally well, but produce more sophisticated responses. The lesson should work with any number of students from six to thirty.

MORE INFORMATION:

"To Win Her Love . . ." marks a deliberate choice of path in my teaching journey. As a lesson it is:

Interdisciplinary. The epic excerpts are long enough to stand on their own as objects of study in comparative literature. They also provide important insights into the culture which produced them, highlighting key political, religious and social values.

Multicultural. Because the readings are introduced with the question of how contemporary Americans choose their mates, the lesson provides for a three-way cultural comparison: Ancient Greek; Ancient (and Traditional) Indian, and Contemporary American. With a three-way comparison students' tendencies to dichotomize are discouraged and a crucially important multicultural lesson (that ALL cultures have value and are interesting both for their similarities and differences with one another) is taught indirectly by the structure of the lesson itself.

Student-centered. Students learn best by DOING (as is now, finally, generally recognized) rather than by being told. This lesson, after the necessary introduction, is open-ended: instead of students being taught any particular body of knowledge, they are encouraged to interact with the material on an intellectual, emotional, and (if they enact or depict) physical plane.

BEST COPY AVAILABLE

Notes